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Todd, Emma J.  
Normal course in reading : the new first

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# THE NORMAL COURSE IN READING

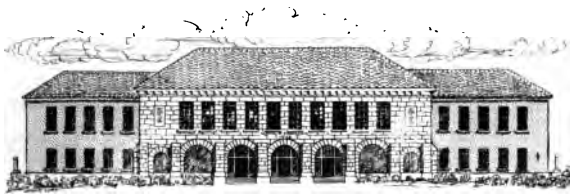
BY

EMMA J. TODD,

AND

W. B. FOWELL, M.A.

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Reader



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THE  
NORMAL COURSE IN READING.

BY

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THE NEW  
FIRST READER.  
*WORD PICTURES AND LANGUAGE LESSONS.*



SILVER, BURDETT & COMPANY,  
NEW YORK . . . BOSTON . . . CHICAGO.

1896.

DEPARTMENT OF EDUCATION  
LELAND STANFORD JUNIOR UNIVERSITY

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THE **C**  
**NORMAL COURSE IN READING.**

COMPRISING:—

**Primer:** Preliminary Work in Reading;  
**First Reader:** Word Pictures and Language Lessons;  
    **Alternate First Reader:** First Steps in Reading;  
**Second Reader:** Select Readings and Culture Lessons;  
    **Alternate Second Reader:** Progressive Readings in Nature;  
**Third Reader:** Diversified Readings and Studies;  
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    numbers, 29 x 38 inches, Illustrated.

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## PUBLISHERS' NOTE.

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PROBABLY no books in our schools represent, on the whole, more effort and enterprise on the part of publisher and author alike, than the school reading books. They have constantly received contributions from our ablest and most thoughtful educators, and to their publication have been given the best endeavors of our most successful schoolbook makers — facts which abundantly attest the importance of the subject and the interest taken in it by the educational public.

That there have yet remained possibilities for improvement in this department of school work cannot be doubted by any who have followed the discussions of the subject among educators and in the press. Our best teachers have not been satisfied with the readers of stereotyped pattern, and have over and again expressed a desire for something different and better. All this has revealed and emphasized the necessity for improvement, not alone in the manner of presentation, but also in the subject-matter presented.

It is confidently claimed that the Normal Course in Reading fully answers this demand for improvement. Its literature is of the choicest. Its subject-matter is drawn from topics which attract and engage all children, appealing at once to their intelligence and interest, and giving them something to read about and think about. Its order of presentation and treatment is based on true pedagogical principles. Its plan and scope are natural, comprehensive, and in full accord with the most advanced school work of to-day.

A more definite and detailed exposition of the plan, scope, and subject-matter of each book in the series will be found in the "Suggestions to Teachers," prepared by the authors.

The publishers confidently commend the Series to all progressive educators, and anticipate for it large favor at the hands of those who appreciate the best schoolroom work.



## SUGGESTIONS TO TEACHERS.

---

LEARNING to read may be considered under two general heads:—

First, learning to recognize the forms of speech — words, signs, idioms, sentences, discourse — symbols representing what is known, what has definite form in the mind of the learner.

Second, learning to get information from these symbols.

The more faithfully forms of speech represent correct ideas existing in the mind of the learner when he learns them, the better is he prepared for the second part of learning to read.

Words or other signs, if learned as the symbols of imperfect or incorrect ideas, of indefinite or false relations, will ever after be misleading; or, after their true meanings have become known, will always need to be translated.

The child's first efforts in learning to read, if nature's laws are to guide in the work, must be to recognize his own words, representing his own knowing, his own thinking, his own feeling, his own willing, his own concluding, his own doing. It is of the highest importance that these words stand for correct as well as exact ideas.

As a preparation for learning to read, the child must have exact ideas and thoughts, and must be made to express the same correctly and well. Not only must he think, and think correctly, but the teacher must know *what* and *how* he thinks; for under no other conditions can it be known that he speaks correctly and with exactness, or that he is prepared to learn to read.

Let the teacher remember that if ever education should proceed from the *known*, it is in learning to read. The known, in the early stages of learning to read, are the thoughts expressed by what is to

be read and the spoken language expressing them; the unknown are the written symbols, words, signs, sentences. In all this beginning work the teacher must be sure that there is a well-established known from which to lead. The child must be given experiences represented by the words he is to learn, or experiences similar to them. He will learn to read well most easily and therefore most rapidly by first learning to talk well.

The purpose of the early reading lessons is to cause the child to know his vocabulary at sight, and to make him realize, as far as possible, its symbolic signification. He is to be led from the conscious thought to its oral expression, and thence to its written and printed form. With how great enjoyment does he see his own thought in graphic symbols of his own spoken words!

The subjects about which he should learn and be led to talk are those concerning which he will be afterwards called on to read. An interest in these subjects must be created. The child takes pleasure in learning to read if he is interested in the subjects about which he is to read. The greater his interest in a subject, the greater will be his delight in reading about it.

Natural, disconnected expression of thought should be adjusted by the child, through the ingenious guidings of the teacher, to become sequential yet natural, before his ear is charged with its importance, or his eye asked to recognize it.

It is not the purpose of this early work in reading to train the learner to get thought from the printed page. He learns, however, that this reveals thought, because it has so often expressed his own exact thought. He thus learns to look for and to expect thought when he reads.

He does not now learn expression from the printed page. He carries a knowledge of expression obtained from the oral exercise to the text, and begins to learn the subtler offices of symbols when he applies this knowledge in reading. Therefore he realizes that reading is talking. The child thus taught will best learn the office of printed words.

To facilitate the learning of words at sight, it is made possible to teach many words by association; with this in view, adjectives expressing contrast are introduced in the same lesson.

A carefully selected vocabulary is given in this book. The

words which are learned before using books and those learned in connection with the first book should form a community, a symmetrical vocabulary in which the different parts of speech are found in proportion to their ordinary use. This vocabulary should consist of the words and idiom which the child uses or may be trained to use in conversation about plants, animals, rain, snow, frost, wind, pictures, children's toys and other objects; in description of familiar objects and of simple pictures; in comparing and contrasting simple objects; in relating myths and fables, and in making stories of child life.

The work which the child must do in preparation for the reading contained in this little book will lead him to see that the trees, the seeds, the buds, the flowers, the sun, the wind, the rain, the snow, and the frost, have wonderful stories to tell. By this study he is given the key with which he may unlock much of the best in science, art, and literature in his future reading.

Every word given in this reader appears in many places and in several relations. This repetition of the word in different relations is the kind of supplementary reading that belongs to the beginner's grade. If the child uses the new word in oral and written statements in various connections, finds it among others, illustrates it whenever possible by drawing, the word becomes his own. Such repetition or drill fixes the form in his mind.

The child should early learn the meanings of the simpler forms of the language, and should acquire the habit of looking for meaning in forms. Thus he will begin to learn the grammar of the language.

There is a limit to the number of words which the child can learn to recognize at sight, so varied are the forms of our English words. He must therefore have other means of determining the words he meets. He must associate the sound with the form, and be able to recognize a new form through its likeness to those which he already knows. Phonic drill or work in slow pronunciation should be begun the first day of school. The ear should be trained to know the sounds or values of the consonants of the language.

With the acquired ability to give the correct sounds of the consonants and those combinations whose values are constant, the

child will be able to pronounce any word which occurs in his reading if the word is a part of his vocabulary.

To aid in this work of phonic drill, several pages have been devoted to word-building. In this the child is given an opportunity to study and compare words. But in doing this work he should understand that it is word-study, not reading. Reading is thought-getting and thought-giving, and should always be sentence work.

The beginner in reading is unable to carry the eye from the end of one line to the beginning of the next without making a pause. To aid him in giving natural expression in reading long sentences, care has been taken, in printing the first seventy pages, to have each line end at a natural pause or where a suspension of the voice is desirable. As a further help in retaining and giving good natural expression in reading, many pages are placed under the head of silent reading.

To show that he reads silently, the child should perform the act and then read the sentence aloud.

Accuracy in expression should be cultivated from the very beginning of the work.

The child should be led to see and appreciate the difference in meaning between such sentences as the following:—

Ned, let Alice spin a top.

Ned let Alice spin a top.

The power to select and emphasize the right word is of value in expressing orally the thought of the written or printed sentence. This power should be developed from the beginning. This is easily done. For example, a child reads: "My doll lies in a little red cradle." Tell him to read it so that you may know it is not a *large* cradle; so that you may know whose doll it is; what the doll does; where the doll lies; the color of the cradle, etc.; thus bringing out as many meanings as there are words in the sentence. Such work causes the child to *think*. The more he thinks, the better will be his expression.



"O YES, PLEASE TELL US A STORY."

# FIRST READER.



*I see a boy.  
I see a goat.*

I see a boy.

I see a goat.

*a boy a goat I see*

a boy a goat I see

*b b b b b b*

The boy has a cart.



I see a boy.  
I see a goat.  
I see a cart.

The boy has a goat.  
The boy has a cart.

The goat is black.  
Is the cart black?

cart has black is the  
ccc ccc

The boy has a cart.



I see a boy.

I see a goat.

I see a cart.

The boy has a goat.

The boy has a cart.

The goat is black.

Is the cart black?

cart      has      black      is      the

c c c

c c c



A goat    A white goat



This is  
I have  
Has Ned

See Ned.  
See the goat.

This boy is Ned.  
Ned has a goat.

Ned's goat is white.

Ned and I have goats.  
Ned has a white goat.  
I have a black goat.

Has Ned a cart?  
No; I have the cart.

white    have    this    and    no

g g g        g g g

---

Have I	You have
Have you	I have
The boy has	Ned has

Ned has a white goat.  
I have a black one.

Have you a goat?  
I have one. My goat is white.  
I see, you and Ned have white  
goats.  
My goat is black.

Have you a cart?  
I have. My cart is white.

one	you	my	no
see	the	black	and
goat	cart	this	white
boy	has	have	Ned

Ethel has a kitten.



My name is Ethel.

I have a white kitty.

I have a black one, too.

One kitten is white.

One kitten is black.

I have a black kitten and  
a white one. Have you a kitty?

I have one. My kitty is black  
and white. Ethel, name my kitty.

---

I saw Ethel.  
Ethel has a white kitten  
and a black one.

Did you see her kitty?  
I saw her white kitty.  
I did not see the black one.

I saw Ned.  
Ned has a goat.  
I saw his goat.  
His goat is white.

Has Ned a black goat?  
No; my goat is black.  
Has the goat a name?  
The black one has a name.

not saw did her his  
n n b b g g k k

See my dogs.



I have two dogs.  
I have a large dog  
and a small one.

My large dog is black.  
The small one is white.  
See! I have a large black dog,  
and a small white one.

The large dog has a name.  
Name the white one, Ned.

large	small	dog	two
l l l	l l	d d d	d d

My dog is pretty.



My name is Ralph.  
 I have a large dog.  
 Is it not a pretty dog?  
 I think it is a pretty one.  
 Ned thinks it is.  
 I like this large dog.  
 Ned likes the small one.  
 Did Ned name the white dog?  
 No; he did not name it.

pretty think like this he

l l l      n n 'n



Ralph has a top.  
 I have two tops.  
 Two tops and one top  
 are three tops.  
 Ralph and I have three tops.



Ned has two balls.  
 Ralph has two balls.  
 Two balls and two balls  
 are four balls.  
 Four balls are three balls  
 and one ball.

ball top are four three  
 t t t t t f f f f f

See Ned with his tops.



Ned has two tops.  
He has a large top  
and a small one.

Ned likes the large top.  
He likes to see it spin.  
It spins and spins and spins.  
Ned does not like to spin  
the small top, but I like to spin it.

Ned, let Alice spin a top.  
Let her spin the large one.  
with let spin does but



Here is Ray's black hen.



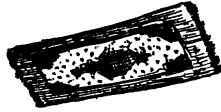
The hen has a nest.  
The nest is in the hay.  
An egg is in the nest.

Ned has a black hen.  
The hen has a nest in the hay.  
It is a large nest.  
A large white egg  
is in the nest.

here	hen	hay	nest	egg
h	h	h	h	h

The act in each case should be performed to show that the child understands what he reads.

This is a



Here is a ball.

Put the ball on the mat.

Put a red top with the ball.

Here is a cart.

A nest is in the cart.

An egg is in the nest.

Put a top near the nest.

Take a ball and put it  
near the cart.

Here is a red ball.

Put the red ball on the mat.

Put a box near the ball.

put    take    mat    red    near

p   p   p

m   m   m

---

b	m	p	s
boy	my	put	see
ball	mat	top	saw
black	name	pretty	spin
but	small	spin	small
c	g	t	l
cart	goat	top	large
kitty	goats	take	let
like	egg	not	like
h	h	n	n
he	have	near	nest
here	his	Ned	name
hen	her	not	and
hay	has	no	spin
d	with	this	one
dog	three	the	you
did	four	is	white
does	are	think	two
red	in	on	it

---

at		an	
mat	Nat	can	pan
cat	pat	Dan	ran
fat	rat	fan	tan
hat	sat	man	Nan
cat,	can	Nat	Nan
fat	fan	pat	pan
mat	man	rat	ran
and	ball	name	near
hand	call	came	dear
land	fall	dame	ear
sand	hall	lame	hear
stand	tall	same	tear
take	red	hay	say
cake	bed	day	stay
lake	fed	may	gay
make	led	lay	ray
let	met	pet	wet
get	net	set	jet

I have two small ears.

I have a left ear.

I have a right ear.

This is my right ear, and that  
is my left ear.

I hear with my ears.

Can you hear what I say?

What did I say?

I have two eyes.

My eyes are black.

Have you black eyes?

No; my eyes are not black.

This is the right eye, and that  
is the left one.

I see with my eyes.


eyes   left   right   that   what

Take a red top, Alice.

Ned, take a 

Put the top on the box, Alice.

Put a ball near the box.

Here is a little 

Put the doll into the box.

Is the red ball in the box?

No; the little doll is in the box.

Here is my dear little doll.

You may take it, Alice.

Do you like this little doll?

I do. I think it is pretty.

Here is a little cart.

Put the doll into the cart.

into	doll	box	little
g g	d d	b b	p p

Here is May with her doll  
and carriage.



The doll lies in the carriage.

It is a big doll.

The carriage is not big, is it?

No; it is a little carriage.

May's doll lies in the carriage.

Her doll has a white dress.

May thinks it is a pretty dress.

I think it is a pretty doll.

Has the doll a name?

It has. The doll's name is Kitty.

This is Ethel with her doll  
in a cradle.



Ethel sits in a little chair.  
She has a pretty white dress.  
Her doll lies in a little red  
cradle. The doll's dress is white.  
Ethel rocks the cradle.  
The doll sleeps in it.  
A little cart is near the cradle.  
Kitty sits in the cart. She  
sees Ethel rock the cradle.

cradle    sits    rock    sleeps    chair



Here is my little playmate.



Her name is Alice.

Alice has come to see me.

She has her doll in a carriage.

Alice has a new doll carriage.

Is it not a pretty one ?

I like it. Alice likes it.

Alice may rock her doll  
in my new cradle.

Her doll is not new. It is  
an old doll. She likes her doll.

I like my old doll.

playmate

come

new

old

Look at this table!



On the table is a little red chair in which is a big doll. The doll wears a white dress and a little white cap.

Near the chair is a small white box on which is a large red ball.

A large top lies near the box. The top is red and white.

A chair is near the table.

which	table	cap	wears
cap	rap	lap	sap
		tap	

I take a box.

I put it on a chair.

I put a top on the box.

I have a dear little doll.

I put the doll into a cart.

I put the cart on a chair.

I took a mat and put it  
on the table. Then I put a ball  
on the mat.

May put a chair on a mat.  
She then sat in the chair.

I took the ball  
which was on the mat.

I took the cart which was on  
the chair.

Where is the doll which was  
in it?

where      then      took      may

I wear a



Do you like it on my head ?

I take the cap from my head,  
and put it on the table.

I put a chair near the table.

Then I sit in it and rock.

In my hand I have a top, a ball,  
and a box.

I put the ball into the box.

Shall I put the top  
with the ball ?

Here is a pretty



I took it from the table.

Shall I put it on my head ?

It is not my hat.

Papa has a hat like this one.

shall      head      from      papa

Find the picture of Ralph  
and his dog.

Do you like the picture?

I do. I think it is pretty.

Have you a dog that looks  
like the one in the picture?

Ralph likes this dog.

He is a little boy, but he likes  
a big dog.

In the picture I see Ralph  
with his dog.

The dog's name is Fido.

Fido lies on the floor.

Ralph sits on the floor by Fido.

His left hand is on the dog's  
neck.

Ralph wears his hat.

It is a pretty picture.

picture      floor      find      neck

I found the picture of Ethel  
with her kittens.

Ethel is a little girl.

She has a white kitten  
and a black one.

Ethel has two kittens. One is  
white, the other is black.


Ethel sits in a little chair,  
and plays with the white kitten.

The kitten is on the floor near  
her chair. Kitty plays with a stick  
which Ethel holds in her right  
hand.

She holds the black one  
in her lap.

I think a little girl likes to play  
with kittens.

found      other      stick      girl

What a fine large  this is.  
It is a good apple, too.  
I like good apples.  
Where did you get it?  
Papa gave it to me.

I have an —— in my ——.  
Has May an ——?  
No; May has a little ——  
which she can spin.

The —— cannot ——, can it?

Here is May's little  
She can sit in the  
—— and ——.



May I —— in the ——  
and —— too?

The —— is too —— for you,  
I think.

gave	apple	good	fine
fine	mine	nine	pine

---

c	d	b	l
come	dress	big	lies
cap	doll	cab	little
carriage	old	table	doll
cradle	find	but	left
old	mate	right	chair
hold	gate	light	air
cold	late	night	hair
told	ate	bright	pair
new	blew	boy	cap
dew	flew	joy	sap
few	knew	toy	tap
grew	drew	Roy	lap
rocks	sleeps	picture	girl
sits	found	other	neck
eyes	wears	which	stick
into	playmate	floor	what





This is my baby sister.

She is one year old.

Her name is Mary.

Mary sits in her carriage.

Is it not a pretty carriage?

I think it is.

Mary likes to sit in it. She  
likes to ride in her carriage.

Mary wears a white dress. She  
has a pretty blue dress. I like  
to see her wear the blue one.

My little sister has a cradle  
in which she sleeps. I rock her  
to sleep. I like to rock the cradle.

Do I sleep in a cradle? O, no;  
I sleep in a bed. I have a chair  
in which I rock.

I play with my little sister. I  
like to play with her. I let her  
take my doll. I let her play  
with my ball. I let her ride  
in my cart.

I love my baby sister.

Have you a little sister?

Is she one year old?

Do you love her as much as I  
love Mary?

baby	sister	year	ride
carriage	blue	love	much
ride	hide	side	wide

Oh, see this pretty bird !



It is a little  
humming bird  
near its nest.

Do you hear  
it hum ?

It hums with  
its wings.

The humming  
bird has a nest.

It is a sunny little nest.

Two little eggs are in it.

Would you like to see the  
eggs?

I would.

Humming bird, may I see you  
make a nest ?

humming wings would bird

sun fun run bun gun

sunny funny Bunny

---

Is there	There is
Are there	There are

There is a box on the table.  
There are three tops in the box.  
I put them there.  
Is my ball in the box?  
No; your ball is not there.  
Ned has your ball.

There is a nest in the old apple  
tree. I saw one there.  
Are there any eggs in it?  
There are three eggs in it.  
Did you see the little bird  
near the nest?  
I did not see the bird. I think  
the bird was not there.

tree      there      them      your

Ray has a bird.



The bird is in a cage.

The bird has a nest in the cage.

Are there any eggs in the nest?

There are four little eggs in it.

Can this little bird sing?

No; this bird can not sing.

Can it fly?

I think it can.

Would you like to see it fly?

I would. Will Ray let me  
see it fly? I think he will.

Can you hear a bird singing ?

Here is a pretty  
bird singing.

What is your  
name, little bird ?

I think you have  
a nest in the old  
apple tree.

Are there any  
baby birds in it ?

I would like to see the baby birds.

Are they too little to fly  
or to sing ?

The baby birds can not fly nor  
sing now. By and by they will  
sing and fly.

My mate and I will teach them  
to fly.



teach	they	singing	nor
can	fly	will	any



Did you see my hen with her  
five pretty chickens?

Here is her picture.

How do you like it?

The hen is brown.

Are her chickens brown?

Three of them are brown, one  
is white, and one is black.

Do the chickens know me?

I think they know me.

Is a hen a bird?

Is a chicken a bird?

five

chickens

brown


know



know

blow

grow

row

See, I have   
in a row.

I can find other numbers  
in six.  

What numbers did I find in six?

Two threes make six.

Two threes are six.

I have three apples, and Ned  
has three apples. Three apples  
and three apples are six apples.



What numbers did I find then?

I see three twos.

Three twos are six.

I can find other numbers in six.

Six is one more than five.

Six is two more than four.

more      than      numbers      five



I have a



My slate is black.

I will write my name on it  
in white. I write "My name  
is Roy White."

How many words did I write?

One, two, three, four, five.

I will write the words "one,"  
"two," "three," "four," "five."

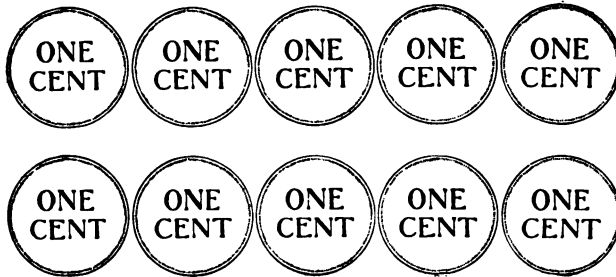
Now I will write "Roy White  
is six years old."

One, two, three, four, five, six.  
There are six words.

Six is how many more  
than five?

Six is one more than five.

I write the words "this," "that,"  
"here," "there," "slate," "many."



Alice has ten cents.

What will she do with ten cents?

She will buy a new slate.

Will ten cents buy a slate?

Ten cents will not buy a very large slate. Alice is a little girl. She wants a little slate.

What will Alice do with a slate?

She will write on it.

Can she write her name?

Yes, she can write it very well. I saw her write her name.

I saw her write the words "teach," "sing," and "playmate."



Is this your store, Ray ?

Yes, Maud, it is my toy store.

I have many toys to sell. Will  
you buy a toy to-day ?

What toys have you ?

I have balls, dolls, and tops.

Have you a doll's dress ?

Oh, yes, I have. Here is a red  
one. Is it not a pretty one ?

It is pretty, but my doll  
has a red dress. Have you  
a blue dress made like this one ?

Not to-day, but I may have soon.

I will wait. I want a blue dress for my doll. She has a blue hat.

Very well, Maud. Can I sell you a doll carriage?

Not to-day. What do you ask for this red cart?

You may have it for five cents.

There is a pretty ball. What do you ask for that?

The ball is five cents.

My sister likes the ball. I will buy it for her.

Here are ten cents. I will take the ball and the cart.

I like your store, Ray.

wait	for	soon	made	
will	hill	mill	till	still

baby	much	find	there		
blue	more	found	them		
brown	many	five	that		
buy	mate	fly	they		
bird	made	floor	than		
sister	sing	wings	want		
soon	sunny	would	wait		
still	six	words	well		
slate	sell	wide	will		
brown	found	ground	find		
crown	bound	pound	bind		
frown	round	mound	kind		
down	sound	wound	hind		
teach	row	any	your		
each	snow	many	yes		
peach	blow		year		
br	cr	fr	dr	gr	pr

What is in this



I do not know what  
is in the basket.

I can not tell.

You can guess, can you not ?

Is it a bird ?

It can not sing. It can not fly.

Is it a top ?

It will not spin.

Is it a ball ?

It will not roll.

Of what is it made ?

It is made of hay and sticks.

Is it a nest ?

It is. It is a bird's nest.

Shall I take it from the basket ?

Oh, what a pretty nest it is !

guess      basket      roll      sticks

I have a dear little rabbit.



He is as  
white as snow.

Sister gave  
him to me.

I call him  
Bunny.

Would you like to see him  
jump?

Bunny, Bunny, come Bunny,  
come.

Here he comes. See him jump.

Oh, what a pretty rabbit!

How white he is, Alice.

I like my rabbit. I like to see  
him jump. He is very tame.

See, I can hold him in my lap.

Have you a tame rabbit?

rabbit snow jump gave

snow blow grow

Take a little



Give the house to Ned.

Ned may put it on the table.

Put a mat near the house, Ned.

I take my slate and write,  
“Bunny has a house that looks like  
this one.”

Then I write, “Bunny is a little  
white rabbit.”

Where is Bunny now?

I do not know where he is.

I wish I could find Bunny. I  
would like to put him into his  
little house.

Will you help me?

help   give   house   wish   could  
could   .   would   should



**BUNNY.**

Where is my pretty Bunny gone?  
I've looked and looked to-day.  
I think some little boy or girl  
Has taken him away.

My basket, too, I can't find that.  
O, dear! what shall I do?  
I wish I could my basket find,  
And little Bunny, too.

Mamma, where is my pretty  
white rabbit?

Is Bunny gone, Alice? Have  
-you looked in his little house?

Yes, mamma, I have looked  
and looked. Where has Bunny  
gone? O, dear, what shall I do?  
Let me think. I will look in mam-  
ma's large chair. Bunny may be  
there. He likes to sleep in her chair.

Here comes Roy. O, Roy,  
you have my basket.



Yes, Alice, I took your rabbit  
to school to-day. When I went  
to school you were asleep.

Is Bunny in the basket now?

Yes, here he is wide awake.

My dear little Bunny, I am so  
glad to see you.

away	school	gone	awake
mamma	were	went	when
glad	some	taken	asleep

**PAPA'S COW.**

What a fine cow this is  
with her calf.

The calf is her baby.

This is papa's cow.

She is in the yard  
near the barn.

She is not very large,  
but she is a good cow.

She gives rich milk  
for us to drink.

Papa likes his cow. He takes good care of her. Every morning he brushes her hair.

Fred helps papa take care of her. He gives her water to drink.

Every night he makes a soft bed of hay for her.

Fred helps take care of the calf, too. Every morning and every night he gives her milk to drink.

The calf is red. There is a white spot on one foot.

Her eyes are very large and bright. I like to watch her run and jump.

If you will come to see me  
I will let you play with her.

calf	yard	rich	drink
care	barn	milk	every
morning	brushes	water	watch

## RAIN.



Where do you come from,  
Little drops of rain?  
Pitter-patter, pitter-patter,  
Down the window-pane.

Rain, rain! See it rain!  
Little drops of rain, from what  
do you come?

We come from the clouds.  
How did you get up there?  
The sun drew us up.  
Little raindrops, where  
did the sun find you?

He found us in the ponds,  
in the rivers, in the lakes.

Yes, in every wet place  
he found us.

Where are you going, little  
raindrops ?

We are going home. We are  
going back to the ponds, the lakes,  
and the rivers.

The sun will take some of us  
back to cloudland as soon  
as he comes out.

Would you like to go, too ?

“A tiny drop of water  
Within the river lay ;  
A little sunbeam caught it  
And bore it far away.”

pitter-patter	going	clouds	ponds
window-pane	back	rivers	home
raindrops	caught	place	out

**THE CLOCK.**

My name is clock.

Do you see my picture ?

What time does my picture say  
it is? It was that time  
when I had my picture taken.

If you wish to know what time  
it is now, you must look at me.

I am made of many springs  
and wheels. The wheels go round  
and round. Little boys and girls  
like to see them go.

I have a white face

with black numbers on it.

I have two black hands  
which lie on my face. One hand  
is long, the other is short.

The short one tells the hour,  
and the long one tells the minute.

There are two hands. One is  
an hour hand, the other is a minute  
hand.

Do you know how many minutes  
there are in an hour ?

I do. I can tell.

Which moves the faster — the  
hour hand or the minute hand ?

What will the minute hand do  
while the hour hand is going  
from one to two ?

clock	wheels	while	hour
time	springs	face	minute
long	short	moves	faster



**CLOUDS.**

Do you see the clouds  
which are up in the sky ?  
How beautiful they are !  
What pretty pictures they make !  
Dear clouds, we like to watch  
you move. Tell us how you do it.  
The wind moves us.  
Sometimes he sends us  
far away.  
We like to play with the wind.  
Does he ever play with you ?  
Where did you come from,  
dear clouds ?  
We came from the ponds,  
the lakes, and the rivers.  
How did you get into the sky ?  
The beautiful sun drew us up.  
We shall not stay here long.  
We may make you a visit.

If you do, what will you bring?  
We may bring snow, hail, or rain.  
On the way our raindrops  
may freeze. Then boys and girls  
shout: "It hails! It hails!"

If it is cold when we start,  
we go in beautiful flakes of snow.

When we are angry, we look  
very black.

Did you ever hear us up in the  
sky when we are angry?

I know what you call the noise  
which you hear.

Good by! We have work to do.  
We like to make boys and girls  
happy.

We are happy in our work.

sky	beautiful	happy	flakes
visit	sometimes	wind	ever
hail	freeze	shout	angry



This is a branch from the old apple tree.

It is brown.

There are many little buds on it.

The buds have brown scales.

Do you know what the scales are good for?

The scales keep the buds warm.

Leaves and flowers will come out of the buds.

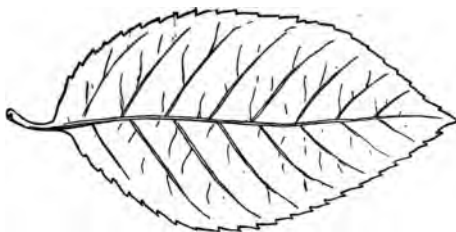
We will watch to see them come.

I will make a picture of this branch.

branch  
leaves

buds  
flowers

scales  
warm



I have a leaf.

It is a leaf from an apple tree.

It came from a bud.

There were many leaves like it  
in the bud.

I found this leaf under the old  
apple tree. It fell from the tree.  
The wind blew it off.

The leaf I have is green.

In the fall the apple leaves  
turn yellow and brown.

I can make a picture  
of this leaf.

leaf

under

yellow

green

## WHAT CAN BE FOUND IN TEN.

Here are  in a row.

Yes, I see there are ten ones.

Ten ones make one ten in which other numbers can be found.



What numbers did I find in one ten?

There are two fives. Two fives make one ten. I learned that last week.

At the same time you learned that there are five twos in ten, did you not? Are there five twos in this ten?

Take out two at a time.



Count the twos.

Yes, there are five twos  
in one ten.

I have ten cents. How many  
apples can I buy if each apple  
costs two cents?

In ten there are five twos.

With ten cents I can buy five  
apples if each costs two cents.

Now find the fours in one ten.  
Take four at a time, then count  
the fours.



There are two fours and two  
in one ten.

What part of four is two?

Two is one-half of four. In one  
ten there are two fours and one-  
half of four.



There are three threes and a one.

The one is a part of three.

What part?

One is one-third of three. In one ten there are three threes and one-third of three.

Are there any other numbers in ten? See what I have now.



One six and one four make ten.



Seven and three are ten.

Take one of the three apples and put it with the seven.

Eight and two are ten.

If I put one of the two with the eight, I shall have nine and one.

Nine and one are ten.

How many numbers there are in ten!

First I had ten ones or one ten, then two fives, five twos, two fours and a two, three threes and a one, one six and a four, one seven and a three, one eight and a two, one nine and a one.

---

Five —— are ten.

Two —— are ten.

Nine and —— are ten.

Seven and —— are ten.

Two —— and —— are ten.

Three —— and —— are ten.

week	costs	one-third	nine
learned	part	seven	shall
count	one-half	eight	first



**THE FLAG OF OUR COUNTRY.**

Here is the picture of the flag we love.

There are many flags in use, but this is the one we love best.

It is red, white, and blue.

It is the flag of our country! The stars and the stripes!

Do you see its pretty stars and stripes?

There are six white stripes and seven red ones.

Can you tell how many stripes it has?

There is a blue field  
in one corner of our flag.

In which corner is it?

In the field of blue there are  
many white stars. Do you know  
how many?

Each star has five points.

Hurra for our country's flag!

Hurra for the red, white,  
and blue!

We love our country. We love  
our country's flag.

Now when we boys in future years

To be brave men shall grow,

We will defend our country's flag

From every foreign foe.

country

stars

foe

brave

stripes

foreign

defend

future

field

hurra

flag

corner

**LILAC TWIGS.**

Do you see the picture of our lilac twigs?

The twigs came from a large bush.

The twigs have no leaves.  
There are no leaves on the bush.

The leaves left the bush  
last fall. Each leaf left a baby bud  
in its place.

Do you see the baby buds?  
They rocked in their little cradles  
all winter.

Their cradles are made of scales.  
The scales kept the baby buds dry.  
The cold rain could not wet them.

The scales kept the baby buds warm. North wind could not hurt them.

There is a large bud at the end of each twig.

In some of the buds there are baby leaves. In others there are flowers.

Both leaves and flowers will come out of some of the buds.

When spring comes baby buds will come out of their cradles.

The sun will keep them warm.

The boys and girls will watch them grow.

May we paint the pretty lilac twigs?

lilac	both	dry	end
twigs	their	North	watch
bush	winter	hurt	kept

## WHAT THE WHITE PAPER TOLD.



“Mamma, see what I have made.  
A paper boy riding a goat!  
Is it not good, mamma?”

“You have done very well, Roy.  
Ask the paper boy to tell a story.”

“Can paper boys talk, mamma?”

“Roy, I think the paper boy has  
a story for you. If he could talk  
he would say, ‘Little boy, I have  
lived with you before.’”

“When? Where? How?”

"I think he would say, 'I was in the pretty picture book which your dog tore to pieces.'"

"O mamma, you put that into the rag-bag! You sold it with other papers and rags to the tin-peddler."

"The peddler gave me a little cup for it."

"So he did,' our paper boy would say. 'I looked through a hole in the rag-bag. I know all about it.

"The peddler took me to a paper mill. In the mill I was made as good as new.

"Do you see how white I am?"

paper	story	talk	peddler
pieces	rag-bag	hole	before
through	about	tore	lived

## SPINNING A COCOON.



One summer day, Mabel and I sat in the shade of a large maple tree.

All at once we saw a large caterpillar near us.

The caterpillar was light-green with little red spots on his sides.

Mabel said, "I will take this caterpillar home with me."

What do you think she did?

She put a large maple leaf in front of the caterpillar.



The caterpillar crawled upon the leaf. Then Mabel put the leaf with the caterpillar on it into a box.

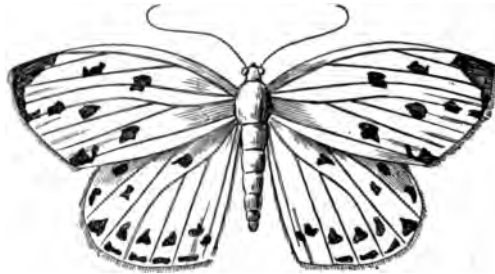
She carried the caterpillar home. She took the cover from the box and put a net over the top of it.

By and by she saw the caterpillar at work. What was he doing?

He was making his winter cradle. The next day Mabel could not see him at work. He had spun his cradle and gone to sleep.

caterpillar	once	crawled	spun
summer	spots	maple	next
carried	shade	cover	front



**FREE AT LAST.**

Good morning, girls and boys.  
How do you do, this morning?

Do you know me?

I look like a butterfly, but  
I am not a butterfly. I am a moth.

Did you see me come out of my  
cradle? I slept all winter in  
the cradle which I spun.

Don't you think I had a warm  
bed?

I have a large, thick body.  
There are four large wings

on my body. My wings have  
pretty colors. Do you know  
the names of all the colors  
which I have on my wings?

I have six legs.

On my head there are two feel-  
ers. What do the feelers look like?

I fly from flower to flower.

The flowers are my friends.

Do you know what more I can  
do?

Beautiful moth, I like to look  
at you. I like to watch you fly  
from flower to flower.

May I paint your picture?

morning	moth	friends	colors
butterfly	slept	body	legs
feelers	head	paint	thick

d t p b m h th n l

**BEANS.**

What seeds are these?

They are beans.

Beans, tell the boys and girls  
what you are.

Beans are little houses  
for baby plants.

A little baby plant lives  
in each house. The tiny plant  
has slept all winter.

Now spring has come. It is  
time for the little plant to awake.

Beans, we will put you into  
the garden. We will cover you  
with dirt, and wait.

The sun will shine  
and make you warm.

The sunshine says  
to the little plant,  
“Awake! Awake!”



The doors of the houses will  
open to the tap, tap of the rain.

The tiny plants will come out  
through the doors.

O, how hungry they will be!

What will they find to eat?

Each house is full of food.

There are two little dishes  
of food in each house.

The tiny plant eats it all.

Every day the plants will grow.

What makes them grow?

The rain and the sunbeams.

Our Father sends the rain  
and the sunbeams

## THE TINY PLANT.

I am one of the beans which  
was planted.

Now I am a little bean plant.

I have just come out of the dark  
ground.

A little boy put me into the dirt.  
He made a bed for me. He took  
out all the hard stones. He made  
the dirt very fine.

The rain fell on my bed making  
it very soft.

The sun made the bed warm.

I ate the food from the thick  
seed leaves.

Soon I grew too large for my  
white coat, so I took it off.

First I sent out little roots.

They went down into the soft

earth to hold me fast, and to get food for me.

I sent a stem up into the air to see the warm sun. The stem took the seed leaves and two other little leaves with them.

Stems and leaves like the light, but the roots like the dark.

By and by the stem will have many leaves and pretty white blossoms.

Do you know what will come from the blossoms?

The roots, stems, and leaves will be very kind to the blossoms.



thick	coat	earth	stone
dark	roots	stems	first

## THE FIR TREE.



I am a fir tree.

I am always green.

I am an evergreen.

Am I a pretty tree?

I have short needle  
leaves.

There is one needle  
in a place.

My body is straight.

My head is a bud.

I have many roots.

The sun gives me light  
and heat.

The raindrops give me water.

Mother Earth gives me food.

My seeds are my babies.

They live in cone houses.

Each one has a wing.



The seeds cannot go out until  
I open the doors.

As soon as I open the doors  
the wind calls them.

They say good-by and fly away.  
The wind is kind to them.

He puts them in Mother Earth's  
lap. Mother Earth covers them  
with leaves.

There they sleep all winter.

“Let us seek to scatter,  
Let us seek to sow,  
Little seeds of kindness  
Everywhere we go.”

fir	needle	straight	babies
always	mother	heat	until
forest	sunshine	tired	next
kissed	smiled	hung	covered
danced	children	tears	attic



**THE LITTLE FIR TREE.**

Do you know me ?

My home is in the forest.

I love the birds and the flowers.

I am very happy in the sunshine.

I had a little sister. She lived in the forest with me. My sister grew tired of her home. She wished to go away.

Many large trees near by were cut down and taken away. My sister wished to go with them. She was too small to go.

“O I wish I were larger!” said she.

The dew covered her with tears; the wind kissed her, and the sun smiled on her. But she was not happy.

She grew and grew and was green all the year.

Every one who saw her said, "What a fine tree!"

One day she said, "Next year I shall be a big tree. Then I shall be taken away."

The next year my sister was taken away.

A man put her on a cart and took her to a large house. Then two men put her into a warm room.

Many pretty things were put on her branches. There were tops,



balls, and dolls; oh, so many toys. I cannot tell how many.

Pretty red and blue lights were hung on her branches.

She never looked so beautiful as now. How happy she was!

Soon many children came to see her. They were happy, too. They danced and danced around my sister. They took away all her pretty toys. By and by the lights went out, and my sister was left in the dark.

The next day a man and a boy put her away in the attic. It was cold and dark there. "What shall I do?" she said. "How I wish to see some one." But no one came to see her all winter.

forest          kissed          smiled          attic

## THE BIRTHDAY PARTY.



The first day of June was Mary's birthday. She was seven years old.

Her mamma gave her a birthday party. Little boys and girls came to play with her.

They played with their dolls, tops, balls, carriages, and carts.

They played "Store," "Hide and Seek," and "Pussy wants a Corner."

When it was time for lunch, Mary's mamma called them to a table which was in the shade of a large tree.

How pretty the table was!

Apples, buns, candy, and cake!

What do you think pleased the boys and girls most?

The candy. Yes, a large plate of brown and white candy.

On the plate was a brown hen made of candy. Around the hen were ten little candy chickens.

There were five brown chickens and five white ones.

While they were eating, Mary saw a little lame girl standing by the gate. Her dress was old. She had no shoes on her feet, and no hat on her head.

Mary was sorry for the girl. She went to the gate and asked the girl her name.

“My name is Fanny Brown.”

“Come with me, and I will give you a part of our lunch.”

Mary led Fanny to the table and gave her buns, cake, and candy.

The boys and girls were very kind to Fanny, too.

Mary's mamma gave Fanny a dress and a pair of shoes. Mary gave her a doll.

Fanny said, “Thank you,” and then went away looking very happy.

At seven o'clock the boys and girls said “Good-by” to Mary, and went home.

sorry  
pair

birthday  
party

lunch  
o'clock

pleased  
shoes

**THE SUN AND THE WIND.**

One day the wind met the sun on a hill.

“Which is the stronger, you or I?” asked the wind.

“I am the stronger,” said the sun. “I can do more than you.”

“We shall see,” said the wind.

“There is a man down the road. He wears a heavy coat. Let us see which one can make him take off his coat. The one who can do this is the stronger.”

“Very well,” said the sun. “You try first.”

The wind blew and blew. How he did pull at the man’s coat!

The man bent forward. He drew his coat closely about him.

The wind pulled it more and more, but he could not get the man's coat off.

Then the sun came from behind a cloud. He sent his warm rays on the man.

He made no noise about it.

How bright and warm the rays were!

The man grew very warm, too. His coat seemed very heavy, so he unbuttoned it. The sun's rays grew warmer and warmer.

Soon the man took off his coat and rested in the shade of a tree.

Which was the stronger, the sun or the wind?

stronger	heavy	shade	unbuttoned
about	try	forward	rested
road	pull	closely	behind



**THE SUNLIGHT COLORS.**

To-day we had a color lesson.  
We like our lessons in color.

We put a glass prism in the window. The sunbeams fell on the prism.

Soon we saw pretty colors on the wall. We saw the same colors on the floor.

We saw red, orange, yellow, green, blue, and violet.

Have you seen these colors in the sky? We have.

Some of these colors are in the sunrise.

All of them are in the rainbow.

What makes the rainbow?

The sun fairies and the rain fairies meet.

We painted these colors just as we saw them on the wall.

We had red, yellow, and blue paints.

We made the orange, the green, and the violet.

For the orange we mixed the red and the yellow paints.

For the violet we mixed the red and the blue paints.

Then we mixed the yellow and the blue. What color did we make?

Red, orange, yellow, green, blue, and violet are sunlight colors.

The sunbeams painted these colors on the wall.

Name the rainbow colors.

lesson	orange	sunrise	painted
prism	violet	fairies	mixed
sunbeams	rainbow	just	sunlight

## WHAT COLOR?

We like color lessons.

Would you like to have us name some things of which we know the colors ?

Snow is white. Grass is green.

In summer the leaves on the trees are green.

In the fall the leaves may be red, yellow, or brown.

Some apples are red, some are green, others are yellow.

An orange is orange color.

A cherry is red.

Some flowers are red, some are blue, some are yellow, others are violet.

Apple flowers are pink and white. Cherry flowers are white.

## IRIS.

The sun was Iris's father.

Her mother was the beautiful Waterdrop.

The sun loved Iris very dearly. He gave her dresses of beautiful colors.

One day Waterdrop and the sun made a wonderful bridge for Iris. They made it of the colors which she liked best.

This wonderful bridge was a bow which reached from the sky to the earth. It was fastened to the earth by a bar of gold.

Sometimes Iris comes to earth in the morning. Sometimes she comes in the evening. Do you know what she tells the sailors?

**BUTTERCUP.**

One day in June all the plants in the field were in bloom but one little buttercup.

Buttercup wished to be a daisy. "Daisies grow so straight and tall," she said. "They wear pretty frills about their necks, too."

"Buttercups must always wear the same old color, while daisies dress in white and gold."

By and by a little robin flew down and rested near the buttercup.

“Dear Robin,” said Buttercup, “I wish to be a daisy. Perhaps you can find a little white frill for me. Will you try?”

“You silly little flower,” said Robin. “If I were you, I would rather be my honest self than to be a made-up daisy.

“You are pretty in your own bright dress. The children love you dearly. Don’t you hear them shout, ‘The buttercups have come’?”

“Buttercups and daisies —  
O the pretty flowers,  
Coming in the springtime  
To tell of sunny hours.”

bloom	own	perhaps	honest
buttercup	robin	silly	self
daisy	daisies	rather	frill

**MRS. APPLE TREE.**

Rock-a-by-baby on the tree top,  
When the wind blows the cradle  
will rock.

"This is the song that I sing  
to my baby buds," said Mrs. Apple  
Tree.

"O I have so many baby buds.  
I can not tell you how many.  
There are more than you can count.

"How do I take care of so  
many? Come to see me often.  
I will show you how I take care  
of them.

"Visit me in the fall, when my  
grown-up children are getting ready  
for October's party. Then I will  
show you my cradles.

"They do not look like the cra-

dles in which your baby brothers or sisters rock, but I think they are just as pretty.

“I have a little cradle for each baby bud.

“I cover each one with a soft white blanket. Over this warm blanket I put a pretty green quilt. Then I cover each with a brown waterproof comforter.

“The wind rocks the cradles. Soon baby buds are fast asleep.

“I have worked hard. I am tired. So I go to sleep.

“Baby buds and I sleep all winter. The colder it is, the better we sleep.

“When spring comes back with sunny showers,  
I'll waken again my pretty flowers.”



**THE LITTLE WHITE FAIRIES.**

Do you like fairy stories?  
Is the fairy godmother a friend  
of yours?

I will tell you of a good fairy  
godfather.

Do you know what a wand is?  
Our fairy godfather has beautiful  
golden wands. The sunbeams  
are his wands. With them he  
touches the ponds, the lakes, and  
the rivers.

There are many fairies in ponds,  
lakes, and rivers.

Do you know these fairies?

Have you ever seen them?

The water holds them in.

The sun touches the water with  
his golden wands. He taps at the

door, which opens to let the fairies out.

Do the fairies like their god-father?

I think they do, for up, up, they go to see him. .

Soon the fairies are dressed in gray. In their light, thin dresses they sail high in the air.

Sometimes on their way they meet Mr. North Wind, who likes to play with fairies.

Mr. North Wind does not like gray dresses. So he dresses the fairies in white. Each little dress has six points.

Dressed in white, they wish to visit Mother Earth.

In a short time Mother Earth is covered with a soft blanket.

Then the fairy godfather  
touches it with his golden wands.  
How it sparkles when the sun-  
beams touch it.

See the little flakes of light;  
Tiny friends dressed all in white,  
Flying swiftly through the air,  
Bringing whiteness everywhere.

See them whirling round and round  
On their journey to the ground,  
To the clouds, "Good-by" they say,  
"With the winds we go to play."

Now they're lying soft and still  
On the ground and window-sill,  
Fast asleep in robes of white,  
Star-crowned friends—good night,  
good night!

stories	wand	sparkles	sail
fairy	touches	gray	golden
godmother	points	thin	robes

## WINTER SONG.

The pretty flowers are all asleep  
Beneath the drifts of snow;  
But never mind, they'll come again  
When winter winds don't blow.

The little birds have flown away  
To lands more warm than ours;  
When spring returns, then so will they  
To sing among the flowers.

The happy children laugh and sing,  
Though birds and flowers are lost;  
They see a joy in everything,  
And bravely meet Jack Frost.

We love the birds, we love the flowers,  
We love the frost and snow;  
But better far we love the hours  
When we to school may go.

beneath	flown	laugh
drifts	return	though

**LITTLE GOLDEN HAIR.**

Little Golden Hair sat on her grandfather's knee. She was tired, for she had been very busy all day.

Grandfather played with her curls as he asked, "What has my baby been doing to-day?"

"Oh, ever so much," said the sweet little girl. "I can not tell all the things that I have done.

"I dressed my doll. I fed my kitty. I helped mamma pick flowers in the garden.

"After dinner I went with Maud to the river.

"On the bank of the river we found pretty blue flowers.

"We picked some of the prettiest ones for you and mamma.

“Supper was ready when we came home.



“After supper I climbed upon my grandpapa’s knee.

“Here I am now as tired and sleepy as I can be.”

**SPRING.**

Spring is here ! Spring is here !  
Just now spring is very busy.

What is she doing ?

She is driving King Winter away.

Where will King Winter go ?

He will go to his home in the  
cold north.

Spring is driving Jack Frost  
away.

Where will Jack Frost go ?

He will go north with King  
Winter.

Will North Wind go, too ?

Spring is waking the trees and  
the flowers.

She is calling back the birds.

How hard she works to make  
every one happy.

## MARCH.



How cold the wind  
is to-day!

It is the  
month of  
March,—the first  
month of spring.

In March some  
days are warm and sunny; some  
days are cold and wet.

In March the roots and the seeds  
get ready to grow.

All winter they sleep under the  
leaves and under the snow.

As soon as they feel the warm  
sun and rain they awake.

Brave March goes through the woods in  
spring,  
Tells flowers to bloom and birds to sing.  
month      March      brave      ready



**DAFFY-DOWN-DILLY.**

“This is a cold morning,” said Daffy-down-dilly, “but I must get up.”

She sent up a green leaf and looked around.

There was snow on the ground.

“I can not help it,” said Daffy; “I must get up and go to work, or I shall have no flowers.

“I am not afraid of cold. Here I am. What shall I do next?”

Look at the picture to see what Daffy did.

## APRIL.



April is my name. I am the second month of spring.

Sometimes I cry a little, and then I smile again.

My tears are the raindrops, and my smiles are the sunshine.

Do you know what I bring to make every one happy?

I bring birds and flowers.

When I go, sister May will come. She will bring many flowers, too.

**MRS. APPLE TREE.**

“ We slept in our cradles  
As safe as could be,  
Away from the ground  
High up in a tree.”

How fast baby buds are growing! Every night I have to fix the quilts and the blankets. I am afraid Jack Frost will nip baby buds.

So far April has been very kind to me.

She asked the sun to send his warm rays to the buds, and the

clouds to send water for them.

At last baby buds have grown so large that I can keep the covers on no longer.

The green quilt I shall leave at the foot of the bed.

I am very busy just now dressing the children.

Some of them I shall dress in green. Others will be dressed in dainty pink and white.

The children dressed in green will help take care of those dressed in dainty pink and white.

How happy I shall make the boys and girls!

With its lovely flowers pink and white

The apple tree is our delight;  
And when the ripened apples fall,  
The children love it best of all.

**THE PEBBLE'S STORY.**

Look at the pretty pebble which Ned holds in his hand.

How smooth it is !

Where did Ned get it ?

Listen ! The little pebble has a story to tell.

Long ago I lived in the sea. It was dark and cold there.

I was large and rough. I had sharp corners and edges.

The water ran over me. I was knocked against other stones.

Sometimes a sharp corner was broken off. The rough edges were worn away.

You see I had many hard knocks, but I did not care.

I often heard the waves talk of

playing on the shore. What fun they did have!

I wished to go on shore, too.

At last a strong wave sent me out of the reach of other waves.

Day after day I lay on the shore in the loving sunlight.

Every night the sea sang a low sweet song.

One day some little boys and girls came to the seashore.

They picked up shells and pebbles. I was one of them.

I do not hear the sea sing now. The boys and the girls sing.

They sing, "Little Pebble by the Sea."

pebble	smooth	listen	ago
sea	rough	sharp	edges
knocked	broken	worn	waves

**HOW TO TELL TIME.**

Long ago before clocks and watches were made people told time by the sun.

Sun dials were used.

Do you know what a sun dial is? If you do not, ask some one to tell you about it.

When the sun was bright the sun dial was of use.

What did people do cloudy days? How did they tell time at night?

Some one thought of a water clock. Water was put into a tube from which it came, drop by drop.

But people did not like water clocks very well. Sometime you will know why.

By and by the hour glass was used in place of the water clock.

Sand is used in hour glasses.

Did you ever see an hour glass? Have you ever watched the sand run out of one?

Good King Alfred thought of another way of telling time.

He had candles made to tell time. Some of the candles were notched; others were made of many colors.

These candles were kept burning. The notches and the colors told time by hours.

Don't you think our way of telling time is best? I do.

people	sun dial	use	thought
tube	why	glass	used
candles	notched	burning	notches



**GOLDEN ROD.**

Tell me, sunny golden rod,  
Growing everywhere,  
Did fairies come from fairy land  
And make the dress you wear?

Say, did you get from mines of gold  
Your bright and shining hue?  
Or did the baby stars some night  
Fall down and cover you?

Or are your clothes in sunshine caught  
From summer's brightest day,  
To give again in happy smiles  
To all who pass your way?

I love you, laughing golden rod,  
And I will try, like you,  
To fill each day with deeds of cheer,  
Be loving, kind and true.



Every fruit is mellow,  
Every field is yellow,  
Summer days are gone.

## WHAT THE TREES GAVE.



All the year the dear old earth  
had been very kind to the trees.

She had given them good food  
for the leaves and the fruit.

When storms came and winds  
blew, the earth said softly to the  
trees, "Put your roots far down  
and hold fast.

"I will keep you safe. You

shall not fall. Trust me. I will take care of you."

The trees did as they were told, for they loved their kind friend, the earth.

Now the trees wished to show the earth that they loved her.

Many trees met to see what could be done. The oaks, the elms, the maples and many others from far and near came.

"What can we give Mother Earth to show her that we love her?"

One tree said, "Let us give our bark."

"O, no," said the trees. "That will never do. That would kill us."

Another one said, "We can give our fruit or our seed." But the

fruit had been taken away. The seed went with the fruit.

At last one little tree asked, "How will it do to give the leaves?"

"Yes, yes! we can do that," said the trees. "But we must give the leaves new dresses before we let them go."

"I will dress mine in red and yellow," said the maple. "Mine may wear yellow," said the elm. "And mine," said the oak, "will be pretty in brown and red."

How the leaves danced while the trees made the new dresses!

"Who shall take them to Mother Earth?" was asked by each one.

"If you will trust me with your leaves I will take them to the earth," said the wind.

By and by the leaves heard the  
wind singing

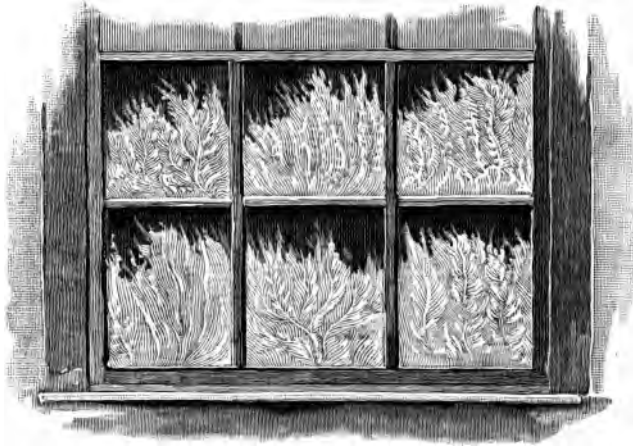
“Come, little leaves, come one and all,  
Now is the time for you to fall;  
Say good-by to the trees so dear;  
This is the autumn or fall of the year.”

Then the trees shook their  
branches, and the wind took the  
leaves to the earth.

The leaves made Mother Earth  
very happy. She spread them over  
her brown breast and smiled back  
to the trees.

fruit	bark	heard	another
storms	shook	trust	spread
breast	elms	never	care
softly	mine	oak	heard
safe	bark	many	friend
danced	before	asked	taken

## JACK FROST.



Did you ever see Jack Frost ?

He is a rough old fellow.

Look out for him when he comes. He will nip your nose, and bite your ears. He will pinch your fingers till they are blue.

But Jack Frost will do many good things for you, too.

He likes to work for little boys

and girls. He likes to make them happy.

What will he do?

First, he will help dress the trees in pretty colors.

He will open the chestnut burrs to set the brown nuts free.

He will turn all the ponds into skating rinks which will make you shout for joy.

Look out for the coasting hill. He will get that ready, too.

He will paint beautiful pictures.

Do you know where he will paint them?

Hurra for Jack Frost!

We like to have him come.

fellow	bite	fingers	burrs
nose	pinch	chestnut	nuts
turn	skating	rinks	coasting

## LITTLE JACK FROST.

Little Jack Frost went up the hill,  
Watching the stars so cold and still,  
Watching the stars and moon so bright,  
And laughing aloud with all his might.

Little Jack Frost ran down the hill,  
Late in the night when the winds were  
still,  
Late in the fall when the leaves fell  
down,  
Red and yellow and golden brown.

Little Jack Frost walked through the  
trees.  
“Ah!” sighed the flowers; “We freeze!  
We freeze!”  
“Ah!” sighed the grasses; “We die!  
We die!”  
Said little Jack Frost, “Good-by! Good-  
by!”

Little Jack Frost tripped round and  
round



Spreading white snow on the frozen  
ground,  
Nipping the breezes, icing the streams,  
Chilling the warmth of the sun's bright  
beams.

But when Dame Nature brought back  
the spring,  
Brought back the birds to chirp and  
sing,  
Melted the snow and warmed the sky,  
Then little Jack Frost went weeping  
by.

Flowers opened their eyes of blue,  
Green buds peeped out and grasses  
grew,  
And the sunbeams warm shone o'er him  
so  
That little Jack Frost was glad to go.



The year is complete, God made it so,  
With bud and blossom, fruit and snow.

## THE LION AND THE MOUSE.

A lion lay fast asleep in the forest. Little mice lived near by. They saw the large lion.

One of them said, "What fine sport it will be to play 'Hide and seek' on his back!"

One little mouse hid in his long thick mane. One went under his paw. One hid under the tip of his tail. One ran over his back looking for those that were hiding.

The little mice knew it was not very safe.

Soon the lion moved. How the mice ran!

All ran but the little one which was under the lion's big paw. That one could not get away.

The lion was cross. . He was hungry, too. "I shall eat you," said the lion.

"Oh, lion, do not eat me! Please do not eat me! I am not a mouthful for you," said mousie.

"My mother and sisters will be so sad if I do not go home."

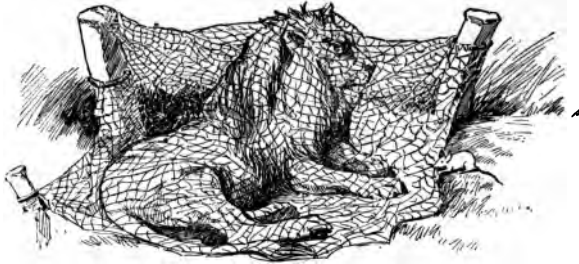
The lion lifted his paw to set the little mouse free.

Mousie ran, O, so fast!

A short time after this the little mouse was near the lion's home. Mousie heard a loud roar.

"Hark!" said the mouse; "I know that roar. I will go to my friend. May be I can help him."

Little mouse ran to the lion's ear, and said, "Dear me! What is the matter?"



“Here I am. I can not move.”

“I am so sorry for you, lion. Do not roar. I will set you free.”

“You set me free! What can you do?”

“Do you see my sharp teeth? They are made to gnaw things.”

Mousie began to gnaw. The lion lay still and looked at the mouse.

“Do you know,” asked the mouse, “that you set me free once? I said then that I would do as much for you. I am doing it now.”

“Thank you, my little friend.”

**A LITTLE GIRL'S GOOD-BY.**

Good-by, daisy, pink and rose,  
And snow-white lily, too;  
Every pretty flower that grows,  
Here's a kiss for you.

Good-by, merry bird and bee,  
And take this tiny song  
For the ones you sang to me  
All the summer long.

Good-by, mossy little rill  
That shivers in the cold;  
Leaves that fall on vale and hill  
Cover you with gold.

A sweet good-by to birds that roam,  
And rills and flowers and bees;  
But when winter's gone, come home  
As early as you please.





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